

# ESOL

**Standard: The adult ESOL learner comprehends and communicates in written and spoken English for a variety of purposes and audiences.**

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## **INTRODUCTION TO ENGLISH** **FOR SPEAKERS OF OTHER LANGUAGES (ESOL)**

These Standards identify core elements of second language learning that are important, yet general enough to relate to adult education contexts throughout the state of Arizona. Speaking, Writing, Listening, and Reading are the primary indicators because they are the skills that permeate all language learning contexts. **Language functions**, such as *giving/following directions* reflect general purposes for language use. Crucial to the functions is **supporting grammar**. Though they appear in list form, the functions and supporting grammar are not meant to be sequential or representative of greater or lesser importance. They are also not meant to be exhaustive. It is entirely possible that the functions/grammar listed could be covered in a different level, should the learning opportunity present itself and the teacher seize the teachable moment.

**The descriptions for the levels in these standards are prescribed by the US Department of Education, Division of Adult Education and Literacy. However, classroom experience has shown that learners in pre-literacy ESOL may fall into one these categories:**

- Low speaking ability and low first language literacy
- High speaking ability and low first language literacy
- First language literacy, but a different alphabet or learned English by ear

## **ESOL Pre-Literacy**

### **Indicator A: Listening**

1. Demonstrates comprehension of pre-literacy vocabulary and grammatical structures in spoken contexts

### **Indicator B: Reading**

1. Demonstrates reading comprehension of written forms
2. Recognizes sound/symbol correspondences
3. Recognizes upper- and lower-case letters
4. Recognizes basic sight words
5. Demonstrates text awareness through recognizing word/sentence boundaries
6. Comprehends and recognizes basic numerical symbols
7. Reads and understands short sentences

### **Indicator C: Speaking**

1. Applies pre-literacy grammatical structures and vocabulary

### **Indicator D: Writing**

1. Produces written language
2. Uses knowledge of phonics (sound/symbol relationships) to write words
3. Forms upper- and lower-case letters of the alphabet
4. Writes basic sight words
5. Creates word/sentence boundaries in writing
6. Writes numbers
7. Constructs oral forms and writes simple sentences

### **Functions**

1. Gives essential personal information (e.g., *name, address, age, phone*)
2. Introduces; greets; takes leave
3. Gives/follows basic classroom directions and instructions

### **Supporting Grammar**

1. Demonstrates command of the verb *to be* in the present tense and in the affirmative, negative and interrogative forms
2. Applies knowledge of possessive and subject pronouns
3. Demonstrates command of verbs in the imperative form (e.g., *give, take, put, look*)
4. Demonstrates command of nouns in singular and plural

# ESOL I

## Indicator A: Listening

1. Demonstrates comprehension of vocabulary used in ESOL I functions and grammatical structures presented in a variety of spoken contexts

## Indicator B: Reading

1. Demonstrates comprehension of vocabulary used in ESOL I functions and grammatical structures in written form, up to and including passages and compositions based on familiar contexts

## Indicator C: Speaking

1. Produces oral language in different communicative contexts, applying vocabulary used in ESOL I functions and grammatical structures and demonstrates accuracy and fluency while incorporating phonological cues such as vowel and consonant sounds as well as stress and intonation patterns

## Indicator D: Writing

1. Writes texts, up to and including sentences in different communicative contexts, while applying vocabulary used in ESOL I functions and grammatical structures and mechanics

## Functions

1. Describes objects, people, places and routines
2. Applies classroom management language (e.g., “How do you spell...?”, “Please repeat that.”, “Is this correct?”)
3. Expresses obligations, wants, feelings, and likes/dislikes
4. Expresses ability/inability
5. Asks for/grants permission
6. Cautions; warns
7. Gives expanded personal information

## Supporting Grammar

1. Demonstrates command of verbs in the interrogative, affirmative and negative forms of present, present progressive and future tenses
2. Demonstrates command of the verb *to be* in the past tense in the affirmative, negative, and interrogative forms
3. Employs the modal auxiliaries *can*, *would (like)*, *must*, *have to*, and *may* in contexts such as expressing ability/inability
4. Applies knowledge of pronouns in the object and demonstrative forms
5. Applies knowledge of adjectives including articles and the demonstrative and possessive forms
6. Applies knowledge of prepositions of time and place (e.g., *after*, *in front of*)
7. Employs adverbs of time, frequency and manner (e.g., *today*, *usually*, *quickly*)

## **ESOL II**

### **Indicator A: Listening**

1. Demonstrates comprehension of vocabulary used in ESOL II functions and grammatical structures in spoken contexts appropriate to the level

### **Indicator B: Reading**

1. Demonstrates comprehension of vocabulary used in ESOL II functions and grammatical structures in written form up to and including passages and compositions based on familiar and unfamiliar

### **Indicator C: Speaking**

1. Produces oral language in different communicative contexts, applying vocabulary used in ESOL II grammatical structures and demonstrates accuracy and fluency while incorporating phonological cues such as vowel and consonant sounds as well as stress and intonation patterns

### **Indicator D: Writing**

1. Writes texts, up to and including paragraphs in different communicative contexts, while accurately applying vocabulary used in ESOL II functions, grammatical structures and mechanics

### **Functions**

1. Clarifies; checks/indicates understanding
2. States similarities/differences
3. Makes excuses; apologizes/forgives
4. Complains
5. Agrees/disagrees
6. Invites; accepts/declines invitations
7. Describes events, problems and situations

### **Supporting Grammar**

1. Demonstrates command of verbs in the affirmative, negative and interrogative forms of the past and past progressive tenses
2. Demonstrates command of modals *would*, and *should*
3. Demonstrates command of count/mass nouns
4. Applies command of comparative and superlative structures

## ESOL III

### Indicator A: Listening

1. Demonstrates comprehension of vocabulary used in ESOL III functions and grammatical structures in a variety of spoken contexts

### Indicator B: Reading

1. Demonstrates comprehension of vocabulary used in ESOL III functions and grammatical structures in written form up to and including passages and compositions based on familiar and unfamiliar contexts

### Indicator C: Speaking

1. Produces oral language in different communicative contexts, applying vocabulary used in ESOL III functions and grammatical structures and demonstrates accuracy and fluency while incorporating phonological cues such as vowel and consonant sounds as well as stress and intonation patterns

### Indicator D: Writing

1. Writes multiple paragraphs in different communicative contexts, while applying vocabulary used in ESOL III functions, grammatical structures and mechanics

### Functions

1. Describes hypothetical events, problems and situations
2. Asks for/gives advice and suggestions
3. States intentions, possibilities, and probabilities
4. Makes small talk
5. Describes former routines, situations and abilities

### Supporting Grammar

1. Demonstrates command of verbs in the affirmative, negative and interrogative of the present perfect and present perfect progressive tenses
2. Constructs present real conditional (If..., will....)
3. Demonstrates command of modals *should*, *must*, *might*, *ought to*, and *had better* in present tense form
4. Constructs habitual past (e.g., *used to*, *would*)

## **ESOL IV**

### **Indicator A: Listening**

1. Demonstrates comprehension of vocabulary used in ESOL IV functions and grammatical structures in a variety of spoken contexts

### **Indicator B: Reading**

1. Demonstrates comprehension of vocabulary used in ESOL IV functions and grammatical structures in written form, including formal and informal texts

### **Indicator C: Speaking**

1. Produces oral language in different communicative contexts applying vocabulary used in ESOL IV functions and grammatical structures and demonstrates accuracy and fluency while incorporating phonological cues

### **Indicator D: Writing**

1. Writes simple narrative descriptions and short essays in different communicative contexts while applying vocabulary used in ESOL IV functions, grammatical structures and mechanics

### **Functions**

1. Summarizes, reports and informs
2. Expresses condolences, sympathy, empathy
3. Expresses certainty, doubt, suspicion
4. Reminds
5. Interrupts
6. Makes predictions

### **Supporting Grammar**

1. Demonstrates command of verbs in the affirmative, negative and interrogative of the past perfect, future perfect and future progressive tenses
2. Demonstrates command of modals in past tense
3. Demonstrates command of reported speech
4. Demonstrates command of embedded questions
5. Constructs and applies tag and negative questions
6. Constructs present unreal conditional (If..., would...)

## **ESOL V**

### **Indicator A: Listening**

1. Demonstrate comprehension of vocabulary used in ESOL V functions and grammatical structures in a variety of spoken contexts

### **Indicator B: Reading**

1. Demonstrates comprehension of vocabulary used in ESOL V functions and grammatical structures in written form, including formal and informal texts

### **Indicator C: Speaking**

1. Produces oral language in different communicative contexts applying vocabulary used in ESOL V functions and grammatical structures and demonstrates accuracy and fluency while incorporating phonological cues

### **Indicator D: Writing**

1. Writes multi-paragraph essays with a clear introduction and development of ideas in different communicative contexts while applying vocabulary used in ESOL V functions, grammatical structures and mechanics

### **Functions**

1. Expresses an opinion
2. Gives/responds to feedback
3. Persuades, mediates and negotiates
4. Expresses regrets
5. Analyzes point of view

### **Supporting Grammar**

1. Demonstrates command of verbs in the affirmative, negative and interrogative of the past perfect progressive and future perfect progressive tenses
2. Constructs past unreal conditionals (If..., would have...)
3. Applies structural analysis to interpret and build vocabulary (e.g., root words, prefixes, suffixes)
4. Demonstrates knowledge of and appropriately applies idiomatic expressions
5. Distinguishes between gerund and participial forms of adjectives (e.g., *interesting* vs *interested*)
6. Demonstrates command of passive voice